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ABSTRACT

This draft of the National Council for Accreditation of Teacher Education (NCATE) standards reflects a revision that was completed by the Council's Committee on Standards over a two-year period between 1975-1977. An outline is given of the standards to be met by schools of education desiring accreditation by NCATE. The standards, effective January 1, 1979, are presented in three sections. The first covers programs for the initial preparation of teachers through the fifth-year level, including Master of Arts for Teachers. The second deals with post-baccalaureate programs for the advanced preparation of teachers and other professional school personnel. Each of these sections describes the following areas of institutional responsibility: (1) governance of programs; (2) curricula; (3) faculty; (4) admission and retention of students; (5) required resources and facilities; and (6) evaluation of graduates, program reviews and long-range planning. The third section presents questions that may assist in clarifying the intent and meaning of the Standards. (JD)

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STANDARDS
for the Accreditation of Teacher Education

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NCATE

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

SP011 922

Standards for Accreditation of Teacher Education

the accreditation of basic and advanced preparation programs for professional school personnel

Adopted May, 1977
Effective January 1, 1979

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
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INTRODUCTION

The following Standards were first prepared by the Evaluative Criteria Study Committee of AACTE, accepted for transmittal to NCATE by the Executive Committee of AACTE, and adopted by the Council on January 15, 1970.

This draft of the Standards reflects a revision which was completed by the Council's Committee on Standards over a two-year period between 1975-1977 under a constitutional charge defined in Article VII, which is stated on the next page of this introduction. Proposed changes in the Standards were placed in the hands of constituent organizations, associate members, all representatives on the Council, and accredited institutions for the purpose of study and constructive suggestions. Professional organizations, all institutions, and/or individuals were given an opportunity to submit statements, and the constituent/associate organizations were invited to appear at a hearing of the Committee on Standards to make any views available to the Council. The final revision was made in April 1977.

This Council printing presents the Standards as recommended by the NCATE Committee on Standards and as adopted on May 16, 1977. These Standards will become effective and implemented on January 1, 1979.

Authority for Accreditation Activities

National accreditation of college and university programs for the preparation of all teachers and other professional school personnel at the elementary and secondary levels is the responsibility of the National Council for Accreditation of Teacher Education (NCATE). The NCATE has been authorized by the Council on Post-secondary Accreditation (COPA) to adopt standards and procedures for accreditation and to determine the accreditation status of institutional programs for preparing teachers and other professional school personnel. The NCATE also is recognized by the U.S. Commissioner of Education.

Purposes of National Accreditation of Teacher Education

National accreditation of teacher education serves four major purposes:

1. To assure the public that particular institutions—those named in the Annual List—offer programs for the preparation of teachers and other professional school personnel that meet national standards of quality
2. To ensure that children and youth are served by well-prepared school personnel
3. To advance the teaching profession through the improvement of preparation programs
4. To provide a practical basis for reciprocity among the states in certifying professional school personnel.

Applicability of NCATE Standards

The NCATE standards are divided into two parts: Part I, Basic Programs and Part II, Advanced Programs. The standards in Part I are to be applied to all *basic* programs: programs for the initial preparation of teachers (nursery school through secondary school) including five-year and MAT programs. They are not applicable to programs for the preparation of teacher aides or other paraprofessionals.

The standards in Part II are to be applied to all *advanced* programs: programs beyond the baccalaureate level and beyond the basic programs for the preparation of teachers and other professional school personnel. They are not applicable to programs for the preparation of college teachers.

The standards in both Part I and Part II apply to all institutional programs leading to degrees or certificates regardless of the location and time at which the instruction takes place.

NCATE Standards

Each of the standards has a preamble which gives the rationale for the standard, interprets its meaning, and defines terms. The preamble therefore is to be interpreted as part of the standard which it precedes.

Institutions of higher education seeking accreditation or reaccreditation by NCATE are expected to prepare a report based on the preambles and the standards.

The report will be prepared in accordance with a GUIDE for the Preparation of an Institutional Report, a separate document.

Questions to illustrate and explain the intent of the standards were re-written by the Committee on Standards and these are included as Part III of this document. Questions should be studied by institutions as an aid to understanding the standards insofar as they can be of help. Since the questions are illustrative and not exhaustive, an institution should seek other information which it might use to demonstrate that it possesses the characteristics and qualities described in each standard and its preamble.

National Standards for Accreditation of Teacher Education

Accreditation by the National Council for Accreditation of Teacher Education certifies that the institution's programs for preparing teachers and other professional school personnel meet the standards. The institution is expected to meet the standards at a level judged

acceptable at the time of its evaluation. However, in a profession where the state of the art is constantly improving, the level should be expected to rise. NCATE accreditation attests to the quality of preparation programs and signifies that persons recommended by the institution can be expected to perform satisfactorily in typical teaching and other professional school positions throughout the United States. While the standards which are applied to programs are "minimum standards" for acceptability, the NCATE urges institutions to set higher standards for themselves and to strive for better ways to prepare teachers and other professional school personnel. These standards are considered so important for program accreditation that they take precedence over any factors or conditions that may impinge upon their application.

Eligibility for NCATE Accreditation

Four-year or graduate degree granting institutions are eligible for an accreditation evaluation by the NCATE if they offer programs for the preparation of teachers and/or other professional school personnel and if the following prerequisites exist:

1. They are approved by the appropriate State Department of Education at the degree levels and in the categories for which the accreditation is sought.
2. They are fully accredited by the appropriate regional accrediting association.
3. The institution must meet the affirmative action guidelines of the United States Office of Education.
4. Students have been graduated from the program to be accredited so that an evaluation may be made of the quality of the preparation.

The Council regards accreditation by a regional accrediting association as reasonable assurance of the overall quality of an institution, including its general financial stability, the effectiveness of its administration, the adequacy of its general facilities, the quality of its student personnel program, the strength of its faculty, the adequacy of its faculty personnel policies, the conditions of faculty service, and the quality of instruction.

When an institution is accepted for an accreditation evaluation, the following conditions shall be observed and applied:

1. Institutions may request accreditation only for those basic or advanced programs, or categories of programs, which are defined by the Council.
2. Each program or category of programs must be eligible for accreditation as outlined by the four prerequisites above, namely: state approval, full regional accreditation, evidence of a letter of intent to comply with the affirmative action guidelines of the USOE, and with graduates from the program.
3. It is the institution's prerogative to request the accreditation for programs and degree levels of its choice. The institution is not required to seek accreditation for all eligible programs.
4. Regardless of its choice of programs for accreditation, the institution must present for review by the Council all of its teacher education programs, whether eligible for accreditation or not, in order that the Council may relate the accreditation request to the total institutional offerings and institutional resources.

Standards for Basic Teacher Education Programs, as contained herein, shall be applied to the evaluation and accreditation of the following programs:

Programs for the initial or pre-service preparation of elementary and secondary teachers, whether of four years or more in length and including MAT programs.

Standards for Advanced Programs, as contained herein, shall be applied to the evaluation and accreditation of the following institutional programs.

Post-Baccalaureate or other advanced programs for teachers taken subsequent to initial certification and entry into the profession.

Programs to prepare other professional school personnel, i.e., administration, guidance.

Institutional Experimentation and Innovation

Responsible experimentation and innovation are essential to improvement of teacher education programs. A deliberate attempt has been made in these standards to encourage individuality, imagination, and innovation in institutional planning. An institution must, of course, assume responsibility for the quality of all its programs, regular and experimental.

Colleges and universities are responding to pressing social needs by developing programs to prepare teachers with special competencies or to prepare new types of teachers. These programs are subject to the same scrutiny as are the other teacher education programs offered by the institution. In some instances, the standards as organized may not provide the best vehicle for assessing such programs. In these cases, the institution is invited to present its experimental or special programs separately. Such presentations should include the rationale for the design of the programs, for admitting students who do not meet the usual criteria for admission, for using faculty members who do not meet the usual requirements for appointment to the full-time faculty, and should show that systematic efforts are being made to evaluate the graduates of these programs.

Continuous Review of NCATE Standards

The Constitution of the National Council for Accreditation of Teacher Education (Article VII) states:

Responsibility for carrying on a systematic program of evaluation of standards and the development of new and revised standards shall be assigned to the Council and to its Committee on Standards. The Council and its Committee shall ensure the participation of representatives from institutions, organizations, and the practicing profession. The Council shall regularly keep its constituent organizations and all accredited institutions informed of its activities and its proposals for new or changed standards. The constituent organizations shall have the responsibility for keeping their constituencies apprised of these developments.

The Council shall be responsible for the adoption, deletion, or amendment of the Standards and may do so at any regular or special meeting provided that a complete final draft of any proposals, together with any necessary explanatory materials, has been placed in the hands of (a) all representatives on the Council, (b) the presently accredited institutions, and (c) the constituent organizations, at least four (4) months prior to such a meeting. All parties shall be charged with the responsibility of making any views available to the Council at least one (1) month before the meeting.

Eighteen (18) months normally will be allowed before application of a new standard becomes mandatory unless an extension or reduction of time is mutually agreed upon by a two-thirds (⅔) majority affirmative vote of eligible Council members, and by the affected institutions.

The present standards are being systematically evaluated. Institutions, associations, learned societies, and individuals may communicate concerns and suggestions about the standards for consideration by contacting:

Director
National Council for Accreditation of
Teacher Education
1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Part I: Basic Teacher Education Programs

PROGRAMS FOR THE INITIAL PREPARATION OF TEACHERS THROUGH THE FIFTH-YEAR LEVEL, INCLUDING MAT PROGRAMS

1. Governance of Basic Programs

2. Curricula for Basic Programs

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2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations
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4.1 Admission to Basic Programs
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5.2 Materials and Instructional Media Center
5.3 Physical Facilities and Other Resources

6. Evaluation, Program Review, and Planning

6.1 Evaluation of Graduates
6.2 Use of Evaluation Results to Improve Basic Programs
6.3 Long-Range Planning

Part II: Advanced Programs

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G-1. Governance of Advanced Programs

G-2. Curricula for Advanced Programs

G-2.1 Design of Curricula
  G-2.1.1 Multicultural Education
G-2.2 Content of Curricula
G-2.3 Research in Advanced Curricula
G-2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations
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G-3. Faculty for Advanced Programs

G-3.1 Preparation of Faculty
G-3.2 Composition of Faculty for Doctoral Degree Programs
G-3.3 Conditions for Faculty Service
G-3.4 Conditions for Faculty Development
G-3.5 Part-time Faculty

G-4. Students in Advanced Programs

G-4.1 Admission to Advanced Programs
G-4.2 Retention of Students in Advanced Programs
G-4.3 Planning and Supervision of Students' Programs of Study

G-5. Resources and Facilities for Advanced Programs

G-5.1 Library
G-5.2 Materials and Instructional Media Center
G-5.3 Physical Facilities and Other Resources

G-6. Evaluation, Program Review, and Planning

G-6.1 Evaluation of Graduates
G-6.2 Use of Evaluation Results to Improve Advanced Programs
G-6.3 Long-Range Planning

Part III: Illustrative Questions

Part I: Basic Teacher Education Programs

Programs for the Initial Preparation of Teachers Through the Fifth-Year Level, Including MAT Programs

1. Governance of Basic Programs

Administrative structure exists primarily as a practical arrangement for formulating and achieving goals, establishing policies, fixing responsibility, utilizing resources, and facilitating continuous development and improvement. The standard assumes that this principle is applicable to administrative units responsible for the preparation of teachers. It is expected that the particular unit within the institution officially designated as responsible for teacher education is composed of persons who have professional and scholarly preparation; a majority of whom are experienced in elementary or secondary teaching, and have continuing experience in elementary or secondary schools, are significantly involved and well informed about the preparation of teachers and the problems of the schools, and have experience in, and commitment to, the task of educating teachers. Continuing experience is demonstrated through such activities as supervising students in field experiences and practicum, working with school personnel on curriculum revision, providing inservice education and engaging in research in school settings.

The standard does not prescribe any particular organizational structure, except that such structure provides for a designated unit to assure that all teacher education programs are consistently organized, unified, and coordinated. In addition, there is one person designated as the official representative for teacher education who has the responsibility for the over all administration and/or coordination of teacher education programs. A unit, as referred to below, may take the form of a council, commission, committee, department, school, college, or other recognizable organizational entity.

While major responsibility for designing, approving, evaluating, and developing teacher education programs is carried by an officially designated unit, teacher education faculty members are systematically involved in the decision-making process.

Standard: *The design, approval, and continuous evaluation and development of teacher education programs are the primary responsibility of an officially designated unit. The membership of this unit is composed of faculty and/or staff who have professional and scholarly preparation; a majority of the membership of this unit are experienced in elementary or secondary teaching and have continuing experience in elementary or secondary schools, are significantly involved and well informed about the preparation of teachers and the problems of the schools, and have experience in, and commitment to, the task of educating teachers who will provide instruction in a multicultural society.*

2. Curricula for Basic Programs

Curricula for teacher education programs are based upon a systematic approach. There is a conceptualization of roles to be performed which is followed by explicitly stated objectives. These roles and objectives reflect the results of research and the considered judgments of the teacher education faculty and staff, students, graduates of the programs, the profession as a whole, and national professional associations concerning the goals of education in our society. The curricula are periodically revised in light of evaluation reports on the teaching performances of recent graduates of the program.

The curriculum standards are intended to ensure that there is consistency of practice in conformity to the institution's philosophy of teacher education and teaching, and are not intended to prescribe a particular philosophy.

Many different programs could be devised which would result in the acquisition of the desired teaching behaviors. Within the general guidelines outlined in these standards, the institution can adopt programs which, in its judgment, will achieve the objectives it has adopted. All steps in this design procedure—identification of a set of general educational goals, specification of the teacher's role in achieving these goals, preparation of explicit objectives for a teacher education curriculum, design of a curriculum to achieve these objectives, evaluation of graduates of the program, and the use of evaluation feedback to revise the curriculum—are explicitly articulated, through the process described in the preceding paragraph.

Each curriculum designed for the preparation of teachers and adopted by the institution provides for special societal needs and promotes the study of the value systems of various societal groups. For example,

the adopted curricula provide opportunities for students to gain understanding and appreciation of the culturally diverse nature of American society and to develop positive attitudes toward the unique contributions of various cultural groups.

Colleges and universities are responding to current pressing needs by developing programs to prepare teachers with special competencies, teachers for children with special developmental and/or learning problems, teachers to work with children belonging to specific cultural groups, teachers to work in teaching teams, teachers to teach in ungraded schools, and teachers with an international component as part of their training. These programs, often special or experimental in nature, are subject to the same scrutiny as other teacher education programs offered by the institution. In some instances, the Standards, as organized, may not provide the best vehicle for reviewing such programs. In these cases, the institution is invited to present its experimental or special programs separately as noted in the Introduction.

As used in the following standards, a "teacher education program" refers to curriculum, teaching, learning, and supporting resources for the teaching and learning process. "Curriculum" includes the courses, seminars, readings, laboratory and clinical experiences, and practicum as described under the general studies component and the professional studies component. A "program of study" refers to the sequence of courses, seminars, readings, laboratory and clinical experiences, and practicum selected for each student.

2.1 Design of Curricula

Curricula for the preparation of teachers are composed of several components combined in patterns designed to achieve specified objectives. Each component is included because it has a direct relationship to the explicit objectives. The institution is able to state the assumptions underlying the contribution of any particular component. In addition to these components a multicultural dimension is a planned and integral part of teacher education programs.

Standard: *Teacher education curricula are based on explicit objectives that reflect the institution's conception of the teacher's role. There is a direct and obvious relationship between these objectives and the components of the curriculum.*

2.1.1 Multicultural Education

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and an on-going assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.

Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.

Multicultural education could include but not be limited to experiences which: (1) Promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) Develop skills for values clarification including the study of the manifest and latent transmission of values; (3) Examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) Examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

Standard: *The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components.*

2.2 The General Studies Component

Prospective teachers, like all other students, need a sound general education. However, this need is accentuated by the nature of the professional responsibilities that they are expected to assume. As teachers, they are destined to play an important role in providing general education for children and youth and serve as models with the attitudes, knowledge, and skills to enrich the human experience and promote the positive human values of our multicultural society. Furthermore, the subjects studied in general education may be needed to support their teaching specialties.

Institutional programs of general or liberal studies vary widely although certain elements are usually present. Such variation precludes prescribing the general studies in terms of subject and credit hours. The view reflected in the standard is that general education should include the studies most widely generalizable. General studies is taught with emphasis upon generalization rather than with academic specialization as a primary objective. Moreover, programs of study in general education are individualized according to the needs and interests of students. The selection of content for the general studies component is determined jointly by faculty members in the academic areas and those in teacher education.

As used in the standard, "symbolics of information"

is the part of general studies which deals with communication through symbols, including studies in languages, communication skills, linguistics, mathematics, logic, and information theory. "Natural and behavioral sciences" and "humanities" follow their common usage in higher education.

It is the intent of the standard to designate a minimum limit for general studies and to encourage institutions to exceed it. "One-third," as specified in the standards, is applicable to four-year curricula for prospective teachers.

Standard: *There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consists of studies in the symbolics of information, natural and behavioral sciences, and humanities.*

2.3 The Professional Studies Component

The professional part of a curriculum designed to prepare teachers should be distinguishable from the general studies component. The general studies component includes whatever instruction is deemed desirable for all students, regardless of their prospective occupations; the professional component covers all the attitudes, knowledges, and skills required of a teacher. The classification of a study as general or professional does not depend on the name of the study or the department in which the instruction is offered; it depends on the function the study is to perform.

The designation of the elements in the professional studies component (as delineated in Standards 2.3.1 through 2.3.4) is not intended to prescribe a particular design for teacher education. Rather, it is intended to provide a set of categories through which an institution can describe and review the professional studies component of the various teacher education curricula it offers. These elements can be identified in any acceptable design for teacher education.

2.3.1 Content for the Teaching Specialty

The "Content for the Teaching Specialty" is included in the professional studies component of the curriculum to direct attention to the central importance of appropriate subject matter in a teaching specialty in the professional preparation of the teacher. It does not imply that such subject matter should be professionalized nor that the instruction should be provided in any specific school or department or in any particular format. The instruction in the subject matter for the teaching specialties is the basic responsibility of the respective academic departments; the identification and selection of courses and other learning experiences requird for a teaching specialty, however, are the joint responsibility of appropriate members of the faculty in the teaching specialty concerned and members of the teacher education faculty. Joint responsibility for determining the content of a teaching specialty should result in content that is peculiarly relevant to teaching.

The standard draws attention to the fact that teaching requires two types of knowledge which may extend beyond what is required in general studies. One is the knowledge that is to be taught to the pupil; the other is the knowledge that may be needed by the teacher as a background for teaching his particular specialty. Both kinds of knowledge are a required part of the candidate's professional training.

"Teaching specialty" as used in the standard includes elementary education as a specialized field as well as the various specializations offered in the secondary school.

Standard: *The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for perspective and flexibility in teaching.*

2.3.2 Humanistic and Behavioral Studies

Many disciplines are important in the preparation of teachers. However, not all disciplines are equally relevant, and their relevance is not always obvious. In the following standard it is assumed that problems concerning the nature and aims of education, the curriculum, the organization and administration of a school system, and the process of teaching and learning can be studied with respect to their historical development and the related philosophical issues. These studies are referred to hereafter as the humanistic studies. The problems of education can also be studied with respect to the findings and methods of psychology, sociology, anthropology, economics, and political science. Such studies are referred to as behavioral studies. These humanistic and behavioral studies differ from the usual study of history, philosophy, psychology, sociology, anthropology, economics, and political science in that they address themselves to the problems of education. The major purpose of such studies is to provide the student with a set of contexts in which educational problems can be understood and interpreted.

The humanistic and behavioral studies require a familiarity with the parent disciplines on which they are based. This familiarity may be acquired as part of the general studies and/or as part of the content for the teaching specialty.

The standard does not imply that instruction in the humanistic and behavioral studies should be organized or structured in a particular way. Instruction in these studies may be offered in such courses as history and/

or philosophy of education, educational sociology, psychology of education or as an integral part of such courses as history, philosophy, psychology, sociology; or as topics in foundation courses, problems in education courses, or in professional block programs; or as independent readings.

Standard: *The professional studies component of each curriculum for prospective teachers includes instruction in the humanistic studies and the behavioral studies.*

2.3.3 Teaching and Learning Theory with Laboratory and Clinical Experience

As distinguished from the Content for the Teaching Specialty and the Humanistic and Behavioral Studies, there is a body of knowledge about teaching and learning that should be the basis for effective performance. Teachers need to understand the theoretical principles that relate their behavior to student learning. For this reason, the study of teaching and learning theory is included as part of the professional studies component. However, like the study of other empirical theory, the study of teaching and learning theory requires laboratory experiences through which the student may conceptualize principles and interpret their application to practical problems. Therefore, "general methods" and "special methods" should be taught as the application of teaching and learning theory.

The study of teaching and learning theory provides the prospective teacher with principles of practice, and laboratory exercises which include field experiences early in the student's program of study illuminate and demonstrate these principles. Clinical experience confronts the student with individual cases or problems, the diagnosis and solution of which involve the application of principles and theory. Certain kinds of problems (such as planning, selection of learning resources, motivation, presentation, diagnosis of learning difficulties, individualization of instruction, classroom management, and evaluation) represent recurring types of classroom situations. Clinical teaching involves the student in the diagnosis and "treatment" of such problems under the guidance of an experienced teacher. Because it is now possible to simulate many of these situations or to display a selection of real problems electronically—and because the prospective teacher's efforts can be recorded, viewed, and reviewed—it is now feasible to give much effective clinical experience outside the school classroom.

Standard: *The professional studies component of each curriculum includes the systematic study of teaching and learning theory with appropriate laboratory and clinical experience.*

2.3.4 Practicum

"Practicum" refers to a period of experience in professional practice during which the student tests and reconstructs the theory which he has evolved and during which he further develops his own teaching style. It provides an opportunity for the student to assume major responsibility for the full range of teaching duties in a real school situation under the guidance of college personnel who are experienced in and have continuing experience with elementary or secondary teaching, and certificated, experienced personnel from the cooperating school. It presupposes the learning experiences included in all other professional studies; it is not a substitute for them. It is a more complete and concrete learning activity than laboratory and clinical experience.

The institution carefully selects the cooperating schools used for practicum and establishes effective working arrangements with these schools.

Practicum in most situations may be called student teaching; in some situations it may be a type of internship.

Standard: *The professional studies component of each curriculum for prospective teachers includes direct, substantial, quality participation in teaching over an extended period of time in an elementary or secondary school. This practicum should be under the supervision of college personnel who are experienced in, and have continuing experience with, elementary or secondary teaching, and certificated, experienced personnel from the cooperating school. Explicit criteria are established and applied for the selection of school supervisors and for the assignment of college personnel.*

2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations

National learned societies and professional associations with special interest in curricula, including those related to multicultural education for the preparation of teachers, have significant contributions for improvement of teacher education programs. On the basis of extensive study and reesarch, some of these organizations have developed guidelines for the preparation of teachers. The teaching faculty responsible for the design of a particular teacher education curriculum is familiar with the recommendations of those professional associations and national learned societies that have a demonstrated interest in the preparation of the kind of teachers for which that curriculum was designed.

A society demonstrates its interest in teacher education by stating among its goals a desire to promote good teacher education, through a history of repeated contributions to the improvement of teacher educa-

tion, and by generating thoughtful recommendations concerning teacher education and subjecting these to scrutiny by experienced educators.

An explicit rationale exists that justifies the selection and implementation of pertinent sets of recommendations for each teacher education program.

Standard: *In planning and developing curricula for teacher education, the institution studies the recommendations of national professional associations and learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each teacher education program.*

2.5 Student Participation in Program Evaluation and Development

As members of the college community, prospective teachers have the opportunity and responsibility to express their views regarding the improvement of teacher education programs. Through student organizations, through joint student-faculty groups, and/or through membership on faculty committees, students have clear channels and frequent opportunities to express their views with the assurance that their proposals will influence the modification of the teacher education programs offered by the institution. Participation is encouraged by serious consideration of student input. This participation does not imply that students will make decisions as a single group, but as a part of the larger decision-making process.

Standard: *The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation and modification of its teacher education programs.*

3. Faculty for Basic Programs

Teacher education programs require a competent faculty which has systematically developed into a coherent body devoted to the preparation of effective teachers for a multicultural society. The faculty is significantly involved in the evaluation and development of the teacher education programs and is engaged in systematic efforts to improve the quality of instruction provided by the institution. The faculty constantly scrutinizes curricula and makes recommendations in relation to the characteristics and needs of the students enrolled and in relation to the resources required to support the offering of acceptable programs. The following standards deal with significant aspects of faculty competence in relation to the development, execution, and review of teacher education programs, and with conditions for effective faculty performance.

"Faculty for teacher education" as used in Standards 3.1 through 3.5 includes those faculty members responsible for the instruction in humanistic and behavioral studies, in teaching and learning theory with laboratory and clinical experience, and in practicum.

3.1 Competence and Utilization of Faculty

The competence of the faculty is a crucial factor in teacher education, not only for the quality of instruction which is provided, but also for the total atmosphere in which the programs are implemented. Above all, the quality of teacher education programs offered, and the degree to which such quality is maintained, depend primarily on the faculty. The faculty as a whole reflects rich and varied backgrounds appropriate to the programs offered.

The competence of faculty is established on the basis of academic preparation, experience, teaching, and scholarly performance. The standard assumes that advanced graduate work in a well defined field of specialization, taken in a regionally accredited institution or a recognized foreign institution, is the minimal requirement for teaching in a collegiate institution. In certain cases, where the faculty member has not completed the requisite advanced graduate work, competence may be established on the basis of scholarly performance as reflected by publication, research, and/or recognition by professional peers in the faculty member's field of specialization.

An institution capitalizes on the academic and professional strength of its faculty by making assignments which make possible the maximum use of preparation and experience. An institution also relates faculty selection and assignment to faculty performance. The institution's commitment to multicultural education is reflected in its policies for recruiting teacher education faculty.

The standard does not preclude the offering of adequate programs of teacher education with a small faculty, but it does discourage the over-extension of faculty and the use of faculty in areas in which they are not competent. The standard does not require that faculty members be assigned to a particular school or department within the institution.

Standard: *An institution engaged in preparing teachers has full-time faculty members in teacher education whose preparation reflects rich and varied backgrounds appropriate to the programs offered. Each has post-master's degree preparation and/or demonstrated scholarly competence and appropriate specializations. Such specializations make possible competent instruction in the humanistic and behavioral studies, in teaching and learning theory, and in the methods of teaching in each of the specialties for which the institution prepares teachers. There are appropriate specializations to ensure competent supervision of laboratory, clinical, and practicum experiences. Institutional policy will re-*

flect a commitment to multicultural education in the recruitment of full-time faculty members.

3.2 Faculty Involvement with Schools

Faculty members who instruct prospective teachers need frequent contact with school environments so that their teaching and research are current and relevant. The commitment of a teacher education faculty is to the needs of the teaching profession as a whole as well as to institutional programs. The elementary and secondary school personnel share with faculty members in colleges and universities a common interest in teacher education. The specialized talent of the teacher education faculty is viewed as a potential resource for providing inservice assistance to the schools in the area served by the institution.

Standard: *The institution designs and implements means whereby teacher education faculty have continuing association and involvement with elementary and secondary schools and school personnel, including some meaningful involvement with the public schools.*

3.3 Conditions for Faculty Service

The institution, recognizing that the faculty is the major determinant of the quality of its teacher education programs, makes provision for the efficient use of faculty competence, time, and energy. Such provisions include policies which establish maximum limits for teaching and supervisory loads, permit adjustments in such loads when nonteaching duties are assigned, and allow time for the faculty members to do the planning involved in carrying out all assigned responsibilities.

Standard: *The institution enforces a policy which limits faculty teaching load and related responsibilities to make possible effective performance.*

3.4 Conditions for Faculty Development

To maintain and improve the quality of its faculty, the institution has a plan for faculty development which provides such opportunities as inservice education, sabbatical leave, travel support, summer leaves, intra-and inter-institutional visitation, and fellowships. The plan includes appropriate opportunities for developing and implementing innovations in multicultural education and for developing new areas of expertise. The load of a faculty member is such that scholarly and professional development can be continued.

The institution recognizes that the quality of its instructional programs can be compromised if faculty members are dissipating their energy on subprofessional tasks. Therefore, provision is made for supporting services (such as those provided by instructional media technicians, laboratory and/or instructional assistants, research assistants, secretaries, and clerks) that permit faculty members to fulfill their instructional and other professional responsibilities at a high level of performance.

Standard: *The institution provides conditions and services essential to continuous development and effective performance of the faculty.*

3.5 Part-Time Faculty

Two kinds of situations support the employment of faculty on a part-time basis. One is the need of the institution for a special competence not represented on the regular staff and not requiring a full-time faculty member. The other is the need for additional service in areas of competence already represented on the full-time staff. However, in the interests of operating acceptable programs, the institution prevents the fragmentation of instruction and the erosion of program quality that can accompany excessive use of part-time faculty. The competence of part-time faculty is indicated by academic preparation, experience, teaching and scholarly performance comparable to that of full-time faculty. The hiring of part-time faculty can provide unique opportunities for the teacher education institution to employ persons from a variety of cultural backgrounds. The institution takes steps to ensure proper assignment of part-time faculty and to provide supervision and support services in keeping with what is provided in the regular or full-time program.

Standard: *Part-time faculty meet the requirements for appointment to the full-time faculty and/or are employed when they can make significant contributions to the teacher education programs.*

4. Students in Basic Programs

Teacher education programs described above require students who have intellectual, emotional, and personal qualifications that promise to result in successful performance in the profession. Attention to the characteristics of students admitted to, retained in, and graduated from teacher education is essential to designing and maintaining acceptable programs. An institution selects and retains qualified students in its programs and eliminates those who are not qualified; provides counseling and advising services; provides opportunities for student participation in the design, approval, evaluation and modification of programs; and evaluates graduates. Policies are designed to encourage the development of a culturally diverse student body.

In certain instances, institutions may wish to recognize the potential existing in students who do not

qualify for admission by the usual criteria by offering special or experimental teacher education programs. In such cases, institutions will explain fully the rationale underlying admission and retention of students in these programs.

4.1 Admission to Basic Programs

Students seeking admission to programs of teacher education may have to meet requirements in addition to those generally prescribed for initial enrollment in the institution. Objective and/or subjective criteria derived from the philosophy and objectives of the teacher education program used to select teacher education candidates should be published.

For innovative and/or experimental teacher programs, institutions should indicate the alternative criteria in the description of these programs.

The institution is obligated to systematically determine the factors related to success in its teacher education programs. Among these factors are skills, understandings, and personal characteristics requisite to teaching.

Standard: *The institution applies specific, published criteria for admission to teacher education programs.*

4.2 Retention of Students in Basic Programs

The nature of the professional studies component in teacher education curricula calls for a high order of academic achievement and growth in professional competence. Grades in course work provide the usual measures of achievement in theoretical work; observations, reports, and other modes of appraisal provide evaluations of laboratory, clinical and practicum experiences. Because there are skills, understandings, and personal characteristics which are requisite to teaching, the institution owes it to the student to determine as objectively and systematically as possible specific strengths and weaknesses as they affect the student's continuation in a teacher education program.

The academic achievement of the teacher is an important indicator of effective teaching, but not the only one. Prospective teachers should demonstrate those academic abilities, personal characteristics, and professional competencies which will contribute to, rather than detract from their performance in the classroom. The institution has the right and the obligation to consider personal factors and professional competence as well as academic achievement as a basis for permitting a student to continue in a teacher education program.

It is the institution's responsibility not only to evaluate teacher education students at specific points in the program for the purpose of determining retention, but also to evaluate students continuously to help them determine their achievement of the competencies necessary to progress through the program.

Standard: *The institution applies clearly-stated evaluative criteria and establishes time frames for the retention of candidates in basic programs. These criteria are reviewed and revised periodically, in the light of data on the teaching performance of graduates, to increase the probability that candidates will become successful teachers.*

4.3 Counseling and Advising for Students in Basic Programs

Students planning to be teachers need counseling and advising services that supplement those regularly provided by the institution. Such services assist students in handling their problems in teacher education programs. Provision is made for follow-up counseling for students screened out of the teacher education program to assist them in redirecting their abilities and skills toward a new educational goal.

Counseling and advising services will include general career counseling in the field of education by helping students understand the wide variety of options available to them in teaching, availability of teaching positions, and the role of professional organizations and agencies. Qualified counselors and advisers, sensitive to the multicultural character of society, assist students in assessing their strengths and weaknesses and in planning their programs of study. As graduates may need the help of the institution in finding appropriate teaching positions, an appropriately-staffed placement service is made available.

Standard: *The institution provides a definitive counseling and advising service for students in teacher education. The service provides for their advisement—from an orientation to teaching through placement in the profession.*

5. Resources and Facilities for Basic Programs

The institution provides an environment which supports the basic teacher programs it offers. This environment includes resources and facilities to support the development of an understanding of and appreciation for the culturally diverse nature of American society. In the standards, certain elements of this environment are selected for fuller explication without presuming to relegate other elements to insignificance and without assuming that those which are selected are of equal importance. The standards treat the importance of the library, the materials and instructional media center, and physical and other resources in relation to the offering of acceptable teacher education programs. The availability and accessibility of these resources and facilities are essential; another essential factor is that the skills necessary for using them are developed. The in-

stitution's resources and facilities are systematically evaluated in relation to the demands made upon it by curricula, faculty, and students.

5.1 Library

The library is viewed as the principal educational materials resource and information storage and retrieval center of an institution. As a principal resource for teaching and learning, the library holdings in teacher education are sufficient in number and quality for the students served and pertinent to the types and levels of programs offered. The acquisition policies should reflect a commitment to multicultural education. The recommendations of faculty members and national professional organizations are seriously considered in maintaining and building the collection. Library service assures both students and faculty members access to the holdings.

Standard: *The library quantitatively and qualitatively supports the instruction, research, and services pertinent to the needs of each teacher education program.*

5.2 Materials and Instructional Media Center

Modern media and materials are essential elements in the communications system of contemporary society. For this reason, teachers need to understand the technologies that make such media and materials usable in their teaching and need to possess skills in using them. As a means to assist prospective teachers in developing these understandings and skills, the institution makes available and accessible to students and faculty members appropriate teaching-learning materials and instructional media that reflect cultural diversity in American society. A program for the preparation of teachers includes the use of teaching-learning materials and instructional media in two important ways: prospective teachers are instructed in how to devise and use modern technologies in their teaching, and modern technologies are utilized by the faculty in teaching students.

In maintaining and developing the collection of such materials and media, the institution gives serious consideration to the recommendations of faculty members and appropriate national professional organizations.

Standard: *A materials and instructional media center for teacher education is maintained either as a part of the library, or as one or more separate units, and supports the teacher education program.*

5.3 Physical Facilities and Other Resources

Basic teacher education programs draw on the full range of on-campus, off-campus, and community resources to support instruction and research. Assuming that the other aspects of an institution's teacher education programs are acceptable, the adequacy of the physical facilities, equipment, and special resources is judged in terms of the operational requirements of the basic programs offered. Such facilities and resources are readily accessible so that faculty and students may effectively pursue instructional objectives.

Standard: *The institution provides physical facilities and other resources essential to the instructional and research activities of each basic program.*

6. Evaluation, Program Review, and Planning

Maintenance of acceptable teacher education programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long-range planning. The faculty and administrators in teacher education evaluate the results of their programs not only through the assessment of graduates but also by seeking reactions from persons involved with the certification, employment, and supervision of its graduates. The findings of such evaluation are used in program modification. In its plan for total institutional development, the institution projects plans for long-range development of teacher education.

6.1 Evaluation of Graduates

Criteria for admission and retention provide some assurance that students of promise and ability enter and continue in teacher education programs. Such criteria do not ensure that students of promise and ability enter and continue in teacher education programs. Such criteria do not ensure that students of promise and ability will complete the programs, nor that they will enter the teaching profession, nor that they will perform satisfactorily after becoming teachers. The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively. An institution committed to the preparation of teachers keeps abreast of new developments in the evaluation of teacher education personnel and engages in systematic efforts to evaluate the quality of its graduates and those persons recommended for professional certification. The institution systematically evaluates the teachers it educates when they complete their programs of study and after they enter the teaching profession, and uses the results of its evaluation in the modification and improvement of its programs.

Standard: *The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter the teaching profession. This evaluation includes evidence of their performance in relation to program objectives.*

6.2 Evaluation of Results to Improve Basic Programs

The institution evaluates its programs to provide information to identify areas that need strengthening and to suggest new directions for program modification. The results of the evaluations made by the institution are reflected in modifications in the preparation programs.

Standard: *The institution regularly evaluates its teacher education programs and uses the results of its evaluation in the modification and improvement of those programs.*

6.3 Long-Range Planning

The institution conducts a needs assessment and plans for future development which provides a basis for making decisions in such matters as increasing or limiting enrollment, introducing new programs, expanding and strengthening existing programs, or entering the field of graduate education. Effective long-range planning presupposes that the institution periodically engages in study and research to ascertain whether its present policies and practices are an effective means for accomplishing its purposes and give direction for determining the future mission of teacher education. The institutional community will participate in conducting such studies and in projecting plans for the long-range development of teacher education. In addition the long-range plan of the institution reflects a commitment to multicultural education.

Standard: *The institution has plans for the long-range development of teacher education; these plans are part of a design for total institutional development.*

Part II: Advanced Programs

Post-Baccalaureate Programs for the Advanced Preparation of Teachers and the Preparation of Other Professional School Personnel

G-1. Governance of Advanced Programs

The quality of the graduate programs depends on the quality of the faculty and students as well as on the content and design of the several curricula. It follows that the institution needs a structure by which the faculty can control every phase of the advanced programs. Procedures for admitting students, planning programs, adding new courses, hiring staff, and determining requirements for degrees are carefully organized and systematized, and faculty members are involved in the formation and execution of both policy and procedures.

Schools or departments of education are sometimes expected to provide training for teachers and other professional school personnel through courses, seminars, and workshops that are offered primarily at the convenience of school personnel in the field. Frequently this training is applied toward meeting the requirements of a graduate certificate or degree. The institution ensures that such courses, seminars, and workshops—regardless of the location and time at which the instruction takes place—are taught by qualified faculty members and supported by essential learning resources. In addition, the institution ensures that the requirements for earning credit are comparable to those made in regular graduate offerings.

Standard: *The primary responsibility for initiation, development, and implementation of advanced programs lies with the education faculty.*

G-2. Curricula for Advanced Programs

Curricula for advanced programs are designed to achieve explicitly stated objectives. These objectives reflect the results of research and the considered judgments of the graduate education faculty and staff, students, graduates of the programs, the profession as a whole, and national professional associations concerning the goals of education in our society. The curricula are periodically revised in the light of evaluation reports on the professional performance of recent graduates of the program.

Many different programs could be devised that result in the achievement of the objectives by the candidates. Within the general guidelines outlined in these Standards, the institution can adopt programs which, in its judgment, will achieve the objectives it has adopted. The satisfactory completion of the studies prescribed for a curriculum culminates in an appropriate certificate or degree.

Colleges and universities are responding to current pressing social needs by developing new kinds of programs for the preparation of professional school personnel at the graduate level. These programs, often special or experimental in nature, are subject to the same scrutiny as are the other advanced programs offered by the institution. In some instances the standards, as organized, may not provide the best vehicle for assessing such programs. In these cases, the institution is invited to present its experimental or special programs separately as noted in the Introduction.

As used in these standards, "other professional school personnel" refers to such personnel as superintendents, principals, curriculum specialists, supervisors, and counselors. An "advanced program" refers to a graduate program for the advanced preparation of other professional school personnel, and includes curriculum, teaching, learning, and supporting resources for the teaching and learning process.

"Curriculum" includes the courses, seminars, readings, direct and simulated experiences in professional practice (laboratory, clinical, practicum, assistantship, internship, etc.), and research, as categorized in Standards G-2.1, G-2.2, and G-2.3. "Program of study" refers to the sequence of courses, seminars, readings, and the direct and simulated experiences in professional practice selected for each graduate student enrolled in an advanced program.

G-2.1 Design of Curricula

Curricula for the advanced preparation of teachers and for the preparation of other professional school personnel are composed of several components combined in patterns designed to achieve the objectives specified. Each component is included because it contributes to the acquisition of the objectives by the candidates. The institution is able to state the assumptions underlying the contribution of any particular component.

Standard: *Curricula for advanced programs are based on specified objectives that reflect the institution's conception of the professional roles for which the preparation programs are designed. There is a direct and obvious relationship between these objectives and the components of the respective curricula.*

G-2.1.1 Multicultural Education

Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and as an on-going assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.

Provision should be made for instruction in multicultural education in advanced programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.

Multicultural education could include but not be limited to experiences which: (1) promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing professional education strategies; and (4) develop appropriate professional education strategies.

Standard: *The institution gives evidence of planning to provide for multicultural education in its advanced curricula—in the content for the specialty, the humanistic and behavioral studies, the theory relevant to the specialty, with direct and simulated experiences in professional practice, as defined in Standard G-2.2.*

G-2.2 Content of Curricula

Curricula for advanced programs are designed to prepare personnel for different types of school positions and at different degree levels. For this reason, components that are common to such curricula are identified only in terms of general categories of learning experiences as follows: content for the specialty, humanistic and behavioral studies, theory relevant to the specialty with direct and simulated experiences in professional practice, and research. The identification of these categories does not preclude the patterning of programs of study to meet the needs of individual students. The individualization of programs of study is treated in another standard.

The "content for the specialty" component for teachers includes advanced study in the subject matter to be taught and in allied fields. For other professional school personnel, this component includes studies in the specialization area and in allied fields.

The "humanistic and behavioral studies" in all advanced curricula include studies that have, as their major purpose, providing the student with a set of contexts in which educational problems can be understood and interpreted at a level beyond that required for the initial preparation of teachers. As in basic programs, the problems of education can be studied with respect to their historical development and the philosophical issues to which they are related, and they can also be studied with respect to the findings and methods of behavioral and social sciences. These humanistic and behavioral studies are unique in that they address themselves to the problems of education. The standard does not imply that instruction in the humanistic and behavioral studies should be organized or structured in a particular way. Instruction in these studies may be offered in such courses and seminars as history and/or philosophy of education, educational sociology, psychology of education; or as an integral part of such courses and seminars as history, philosophy, psychology, sociology; or as topics in foundation courses and seminars; or as independent readings or research. In some cases, these studies may be part of the content of the specialty.

The "theory with practice" component for teachers includes advanced studies that draw on the body of knowledge about teaching and learning theory. For other professional school personnel, this component includes studies in theory relevant to the particular professional role for which candidates are preparing. Such studies are included so that school personnel can understand the theoretical principles which relate teacher behavior to student learning. However, like the study of other empirical theory, the study of "theory relevant to the specialty" requires related experiences in professional practice through which the student may conceptualize principles and interpret their application to practical problems, and through which the student develops further his or her style in professional practice.

Standard: *The curriculum of each advanced program includes (a) content for the specialty, (b) humanistic and behavioral studies, (c) theory relevant to the specialty with direct and simulated experiences in professional practice, all appropriate to the professional roles for which candidates are being prepared and all differentiated by degree or certificate level.*

G-2.3 Research in Advanced Curricula

Research in any discipline or field constitutes an organized effort to solve problems, to advance knowledge, and to test theories. Teachers and other professional school personnel need to have continuous access to research findings, to know how to understand and evaluate them, and to demonstrate skill in adapting them to professional needs. Training in research methods, interpretation, evaluation, and application varies with the degree offered and with the demands of the professional role for which the candidate is preparing.

Standard: *Each advanced curriculum includes the study of research methods and findings; each doctoral curriculum includes study in the designing and conducting of research.*

G-2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations

National learned societies and professional associations with special interest in curricula, including those in multicultural education for the preparation of school personnel, have significant contributions to make to the improvement of advanced programs. On the basis of extensive study and research, some of these organizations have developed guidelines for the advanced preparation of teachers and other school personnel. The faculty responsible for a particular advanced program is familiar with the recommendations of those professional associations and national learned societies that have demonstrated interest in the kind of teachers or school personnel for which that program was designed.

A society demonstrates its interest in curricula for the preparation of school personnel by stating among its goals a desire to improve the education of school personnel, through a history of repeated contributions to the improvement of education and management in the school, and by generating thoughtful recommendations concerning the advanced education of teachers and other school personnel.

An explicit rationale exists that justifies the selection and implementation of pertinent sets of recommendations relevant to advanced education of teachers and other school personnel.

Standard: *In planning and developing curricula for its advanced programs, the institution studies the recommendations of professional associations and national learned societies and adopts a rationale for the selection and implementation of pertinent sets of recommendations for each advanced program in teacher education.*

G-2.5 Student Participation in Program Evaluation and Development

As members of the higher education community, graduate students in the advanced programs have the opportunity and responsibility to express their views regarding the improvement of the respective preparation programs in which they are enrolled. Through student organizations, through joint student-faculty groups, and/or through membership on faculty committees, students have clear channels and frequent opportunities to express their views with the assurance that their proposals will influence the development of the advanced programs offered by the institution. Participation is encouraged by serious consideration of student input. This participation does not imply that graduate students will make decisions as a single group but as part of the larger decision-making process.

Standard: *The institution makes provisions for representative student participation in the decision-making phases related to the design, approval, evaluation and modification of its advanced programs.*

G-2.6 Individualization of Programs of Study

Curricula for advanced programs are individualized —that is, they are translated into programs of study which meet the particular needs of each student. This means that, while the programs of study for all students in a particular advanced program have common elements, the mix of these elements will vary for individual programs of study. To capitalize upon the strengths students bring to the program, to provide opportunities for expression of personal and professional interests, and to make available means whereby each student may improve in areas of weakness, demands great flexibility in planning programs of study.

Standard: *Each advanced curriculum provides for the individualization of students' programs of study.*

G-2.7 Quality Controls

The institution provides the faculty competence and the physical resources that are needed to support its graduate curricula. In addition, it creates conditions under which the graduate curricula can be effectively implemented. In the three standards which follow, certain quality controls are selected for fuller explication without presuming these controls to be the only important ones. They are the institution's policies for determining which courses and seminars are counted for graduate credit in programs of study, its policies for offering certain courses and seminars at the graduate level, and its requirements for full-time residence study.

G-2.7.1 Graduate Credit

Advanced programs require a level of study and performance beyond that required for the beginning professional. For this reason, the institution establishes clear policies regarding work prerequisite to graduate credit for courses, seminars, readings, and/or other learning experiences which are included in students' programs of study.

Standard: *Institutional policies preclude the granting of graduate credit for study which is remedial or which is designed to remove deficiencies in meeting the requirements for admission to advanced programs.*

G-2.7.2 Graduate Level Courses

The character of advanced programs is influenced by the mature status and the professional motivation of graduate students. While there may be good reasons for admitting undergraduate students to some graduate courses, it is assumed that for substantial periods of time in advanced programs, students are in instructional groups in which only graduate students are enrolled.

Standard: *At least one-half of the requirements of curricula leading to a master's degree and to a sixth-year certificate or degree are met by courses, seminars, and other learning experiences offered only to graduate students; at least two-thirds of the requirements of curricula leading to the doctorate are met by courses, seminars, and other learning experiences offered only to graduate students.*

G-2.7.3 Residence Study

One of the desirable characteristics of advanced study is that students learn from each other and through close association with the faculty in a climate that stimulates research and scholarly effort. Essential to this climate is a schedule that makes available to each scholar sufficient uncommitted time so that his or her creative faculties can flourish. Normally such conditions will only be realized for students who live on or near the campus, and who devote a large fraction of their time to study and research for an uninterrupted period of time. It is recognized, however, that some individuals are capable of engaging successfully in two or more activities in parallel. (These considerations are clearly more important for doctoral candidates than for those pursuing degrees at lower levels.)

The programs at the graduate level are designed so that opportunities for interactions among students with similar interests, and between students and faculty, occur frequently. Students are actively engaged in course work on the campus, including both professional courses and cognate studies, and in other kinds of planned educational experiences. There is an emphasis on research in the later years of the program; library materials and other learning resources adequate to support graduate research are readily available on the campus. All of these activities are monitored continuously and their effectiveness in contributing to program objectives is evaluated periodically.

Standard: *A full-time continuous residency or an alternate planned experience is required for candidates pursuing the specialist and doctoral degrees. An institution providing alternate experiences to full-time residence study defines the requirement and demonstrates how its overall graduate programs provide those planned learning experiences commonly associated with residency requirements for the specialist and doctoral degrees.*

G-3. Faculty for Advanced Programs

The specialized nature of the content of advanced programs requires a faculty with a high degree of specialization and competence. The competence of faculty as evidenced by their formal preparation and by their commitment to scholarship, research, and professional practice, is critical to the quality of instruction offered. Institutional policy will reflect a commitment to multicultural education in the recruitment of graduate faculty. The following standards deal with aspects of faculty competence in relation to the development, execution, and review of the advanced programs, and with conditions conducive to effective faculty performance. "Faculty for advanced programs" is defined to include those members of the faculty who carry responsibilities for instruction, advisement, supervision, and research in the graduate programs for the advanced preparation of teachers and other professional school personnel for a multicultural society.

G-3.1 Preparation of Faculty

The academic preparation of faculty members is one indicator of their competence. The doctor's degree in a well-defined field of specialization, earned in a regionally-accredited institution or a recognized foreign institution, is the minimal requirement for offering graduate instruction in advanced programs. Exceptions to that principle are made only in unusual cases when the faculty member—by virtue of publication, research, or professional recognition—has demonstrated his competence for independent scholarly activity.

Competence of faculty members is also determined by their scholarly performance and their experience in professional practice. Faculty members are expected to display a high order of active scholarship, to have done original research, and to have appropriate ex-

perience in professional practice to support the respective advanced programs.

Standard: *Faculty members teaching at the master's level in advanced programs hold the doctorate with advanced study in each field of specialization in which they are teaching, or have demonstrated competence in such fields; those teaching at the sixth-year and doctoral levels hold the doctorate with study in each field of specialization in which they are teaching and conducting research. Faculty members who conduct the advanced programs at all degree levels are engaged in scholarly activity that supports their fields of specialization and have experience which relate directly to their respective fields.*

G-3.2 Composition of Faculty for Doctoral Degree Programs

The adequacy of faculty for advanced programs is determined not only by their academic preparation, experience, and scholarly performance, but also by the distribution of their specializations and by the number of faculty members available for the tasks to be done. This is particularly true for faculty for doctoral programs. A doctoral program requires a faculty that includes specialists for each field of specialization, and in addition, at least three specialists in fields which directly support each degree program.

Standard: *The faculty for each advanced program leading to the doctorate includes at least one full-time person who holds the doctorate with specialization in the field in which the degree is offered, and at least three persons who hold the doctorate in fields which directly support each degree program.*

G-3.3 Conditions for Faculty Service

Performance of the faculty is the major determinant of the quality of advanced programs. Conditions that make possible a high level of performance include reasonable faculty load.

Faculty load policies limit responsibilities assigned to a graduate faculty member, including the planning and teaching of courses and seminars, advisement of students, supervision of experiences in professional practice and of dissertations, research activities, participation in program development, and activities requisite to professional development. The instructional policies establish a maximum limit for faculty teaching loads. This limit is lower than that established for the loads of undergraduate faculty. These policies take into account the special demands that are made on faculty who carry responsibilities for doctoral programs. Time is allocated in the load of a faculty member for scholarly development and service.

Standard: *The institution enforces a policy which limits faculty teaching load and related assignments to make possible effective performance and time for scholarly development and community service.*

G-3.4 Conditions for Faculty Development

For effective instruction and to promote continued growth of qualified faculty, the institution provides time and some financial support to enable faculty members to engage in research. Faculty in advanced programs engage in research to contribute to the solution of educational problems, to expand the field of knowledge in education, and to provide a model for student learning.

To maintain and to improve the quality of its faculty, the institution has a plan for faculty development which provides opportunities for in-service education, sabbatical leave, travel support, summer leaves, intra- and inter-institutional visitation, and fellowships. The plan includes opportunities for developing and implementing innovations in multicultural education and for developing new areas of expertise. In addition, the load of a faculty member is such that scholarly and professional development can be continued.

The institution recognizes that the quality of its instructional programs can be compromised if faculty members dissipate their energy in subprofessional tasks. Therefore, provision is made for supporting services (such as those provided by instructional media technicians, instructional assistants, research assistants, project assistants, secretaries and clerks) that permit faculty members to fulfill their instructional, research, and other responsibilities at a high level of performance.

Standard: *The institution provides conditions and services essential to the effective performance by the faculty in the advanced programs.*

G-3.5 Part-Time Faculty

Successful professionals outside the institution often can add strength to advanced programs and frequently the demand for a particular course is too small to warrant the employment of a full-time faculty member. The standard does not specify an acceptable ratio of part-time to full-time faculty. However, in the interests of operating acceptable graduate programs, the institution prevents the fragmentation of instruction and the erosion of program quality that can accompany excessive use of part-time faculty.

The institution takes steps to ensure proper assignment of part-time faculty and to provide supervision and support services proportionately with that provided in the standard.

Standard: *Part-time faculty meet the requirements for appointment to the full-time faculty and/or are employed on a proportionate basis when they can make significant contributions to advanced programs.*

G-4. Students in Advanced Programs

Graduate programs for the advanced preparation of teachers and for the preparation of other professional school personnel require students of promise and ability whose success in professional practice can be reasonably predicted. The quality of the advanced programs is significantly influenced by the quality of students admitted because of the greater dependence on individual scholarship required by study at the graduate level. Attention to the characteristics of students admitted to, retained in, and graduated from advanced programs is essential to designing and maintaining acceptable programs. An institution applies criteria for admission to, and retention in, its advanced programs. It provides for supervision of students' programs of study, and it evaluates graduates. Policies are designed to encourage the development of a culturally diverse student body.

G-4.1 Admission to Advanced Programs

Students enter advanced programs at various points in their careers and with a variety of academic backgrounds. Moreover, different fields of specialization require different abilities. Some are more theoretical than others; some place more emphasis on personal relations than do others. Thus, there can be no single set of admission requirements for all programs. The institution, nevertheless, may establish and apply a number of criteria for admitting students to each advanced program and to each program level (master's, sixth-year, doctoral). These criteria, both objective and subjective, reflect a rational process for selecting students whose success in the respective specialties can be reasonably predicted. Institutional policy will reflect a commitment to multicultural education in the recruitment of graduate students.

Standard: *The institution applies published specific criteria for admission to each advanced program at each level.*

G-4.2 Retention of Students in Advanced Programs

The maintenance of acceptable advanced programs demands that the institution establish and apply criteria for the continuous screening of those students who have been admitted. The profession requires that the practitioner demonstrate academic and technical competence as well as those personal characteristics which are appropriate to the requirements of the school position for which he is preparing.

Because the failing grade in graduate courses is rarely given, "satisfactory progress" frequently has to be judged by subjective criteria. However, subjective judgments are inadequate unless the institution first has ways of formally collecting and evaluating these judgments, and then of translating them into a decision on the student's status.

Standard: *The institution applies clearly-stated evaluative criteria and establishes time frames for the retention of candidates in advanced programs. These criteria are reviewed and revised periodically in the light of data on the performance of graduates, to increase the probability that candidates will be successful in the professional roles for which they are being prepared.*

G-4.3 Planning and Supervision of Students' Programs of Study

The same considerations that make admission to an advanced program a highly individualized matter also operate in the planning and supervision of each graduate student's program of study. Planning of each program of study is done jointly by the student concerned and by an officially designated faculty advisor. Responsibility for sponsoring each thesis, dissertation, or field study is assigned to an official advisor who is a member of the faculty conducting the advanced programs and whose specialization is appropriate to the thesis, dissertation, or field study topic. Both students and faculty members have a choice in the assignment of advisors. The intent of this standard is to prevent perfunctory program planning while protecting the flexibility needed for individualizing programs of study.

Standard: *The program of study for each student in the advanced programs is jointly planned by the student and a member of the faculty; the program of study for each doctoral candidate is approved by a faculty committee; the sponsorship of each thesis, dissertation, or field study is the responsibility of a member of the faculty with specialization in the area of the thesis, dissertation, or field study.*

G-5. Resources and Facilities for Advanced Programs

The institution provides resources and physical facilities which support the advanced programs it offers. Library holdings, instructional materials, a media center, a research center, computer services, and a database system are illustrative of such resources. The adequacy of these resources and facilities is systematically evaluated in relation to the demands made upon them by advanced curricula, faculty, and students.

Advanced programs make greater demands on institutional resources than do undergraduate programs.

This is especially so for doctoral programs. Institutions offering or proposing to offer advanced programs should demonstrate that the resources are available for these programs without impairing the quality of the undergraduate programs in the same institution.

G-5.1 Library

The adequacy of library holdings is a major factor in establishing the quality of advanced programs. As the principal educational materials resource and the information storage retrieval center of an institution, the library holdings are adequate for the numbers of students and faculty to be served, and pertinent to the kind and level of graduate programs offered. The operation of advanced programs requires library resources substantially larger than those required for basic programs. The library resources required for doctoral programs vary widely but, in any case, are substantial, and exceed considerably those for Master's programs.

The recommendations of faculty members and professional organizations are given serious consideration in maintaining and building the collection. Adequate library service is provided to assure that students and faculty members have access to the holdings.

Standard: *The library provides resources that quantitatively and qualitatively support instruction, independent study, and research required for each advanced program.*

G-5.2 Materials and Instructional Media Center

Advanced programs call for a greater number and variety of instructional materials and media than basic programs. In maintaining and developing the collection of such materials and media, the institution considers seriously the recommendations of faculty members, students, and appropriate national professional organizations.

A program for graduate students includes the development of advanced knowledge of and skills in the use, research, and the evaluation of present and emerging technological aids for instruction. Students incorporate learning theories and are innovative in devising instructional strategies. Graduate faculty and students are provided numerous opportunities to share their findings.

Standard: *A materials and instructional media center is maintained either as a part of the library, or as one or more separate units, and supports the advanced programs.*

G-5.3 Physical Facilities and Other Resources

Advanced programs draw on the full range of institutional resources to support instruction and research. The extent to which physical facilities, equipment, and specialized resources are required for graduate study depends on the particular program. Such facilities and resources are readily accessible so that faculty and students may effectively pursue instructional objectives.

Standard: *The institution provides physical facilities and other resources essential to the instructional and research activities of each advanced program.*

G-6. Evaluation, Program Review, and Planning

Maintenance of acceptable programs for the advanced preparation of teachers and for the preparation of other professional school personnel requires the systematic evaluation of the quality of the professionals who complete the programs, modification of existing programs, and long-range planning. The relationship between effectiveness of preparation and quality of effort in the profession may be difficult to assess, but without continuing and conscientious effort, planning for and making improvements have little solid basis. The development of effective processes for evaluation, the impact of the evaluation results on the curricula of the advanced programs, and systematic planning for the future are all critical elements for assessing the quality of advanced programs in terms of the objectives sought. Accordingly, the institution engages in the continuous review of program objectives through the interrelation of the curricula, faculty, students, professional organizations, and the resources available for the tasks.

G-6.1 Evaluation of Graduates

Criteria for admission to, and retention in, advanced programs provide some assurance that students of promise and ability enter and continue in programs offered. Such criteria do not ensure that candidates of promise and ability will complete the programs, nor that they will enter school positions for which they have been prepared, nor that they will perform satisfactorily after assuming their professional roles. The ultimate criterion for judging advanced programs is whether they produce graduates who enter the profession and perform effectively.

An institution committed to the continuing in-service preparation of teachers and other school service personnel keeps abreast of trends in the evaluation of school personnel and engages in systematic efforts to evaluate the quality of graduates from all advanced programs. The institution systematically evaluates its graduates when they complete their programs of study and after they enter their professional roles, and uses the

results of its evaluation in the modification and improvement of its programs. Any effort to assess the quality of graduates requires that evaluations be made in relation to the objectives sought. Therefore, an institution uses the stated objectives of a particular advanced program as a basis for evaluating the graduates of that program.

Standard: *The institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates upon completion of their programs of study and after they enter their professional roles. This evaluation includes evidence of their performance in relation to program objectives.*

G-6.2 Evaluation Results to Improve Advanced Programs

The institution evaluates its advanced programs for teachers and other professional school personnel to provide information which identifies areas in the advanced programs that need strengthening and information which suggests new directions for program modification. The results of the evaluations made by the institution are reflected in modifications in the advanced programs.

Standard: *The institution regularly evaluates its graduate programs for teachers and school service personnel and uses the results of its evaluation in the modification and improvement of those advanced programs.*

G-6.3 Long-Range Planning

The institution conducts a needs assessment and plans for future development which provides a basis for making decisions in such matters as increasing or limiting enrollment, expanding and/or upgrading present programs, discontinuing programs, or introducing new programs. Effective long-range planning presupposes that an institution periodically re-evaluates program objectives in relation to societal changes, and that it engages in study and research to ascertain whether its present policies and practices are an effective means for accomplishing its purposes. The institutional community participates in conducting such studies and in projecting the long-range plans for advanced programs. In addition, the long-range plan of the institution reflects a commitment to multicultural education.

Standard: *The institution has plans for the long-range development of its advanced programs; these plans are part of a design for total institutional development.*

CONSTITUENT ORGANIZATIONS

OF THE

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Council of Chief State School Officers, 1201 - 16th Street, N.W., Washington, D.C. 20036

National Association of School Psychologists, Suite 331, 1511 K Street, N.W., Washington, D.C. 20005

National Association of State Directors of Teacher Education and Certification, c/o William P. Viall, Western Michigan University, Kalamazoo, Michigan 49001

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091

National Education Association, Instruction and Professional Development, 1201 - 16th Street, N.W., Washington, D.C. 20036

National School Boards Association, 1120 Connecticut Av., N.W., Washington, D.C. 20036

Student National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036

ASSOCIATE ORGANIZATIONS

American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia, 22209

Association for Educational Communications & Technology, 1126 Sixteenth Street, N.W., Washington, D.C. 20036

Association of Teacher Educators, Suite 1201, 1701 K Street, N.W., Washington, D.C. 20006

National Council for the Social Studies, Suite 406, 2030 M Street, N.W., Washington, D.C. 20036

When the Standards were being written, their meaning was often sharpened by asking and answering questions and by showing what kinds of information the Committee members had in mind. To further explain the Standards, it was decided that some illustrative and helpful questions would be printed.

Unfortunately, this resulted in widespread use of the "questions" as "standards" and this practice sometimes detracted from the Standards instead of explicating them. The questions are therefore being printed separately in this third section in the hope that the benefits to be derived from their consideration may be gained without the possibility that the questions may be considered to be Standards.

The questions themselves do not constitute a basis for an institution's self-study report. The GUIDE For Preparing an Institutional Report should be followed. To the degree that these questions help to gain an understanding of the intent of the Standard and show the kinds of information which might be helpful in demonstrating that Standard, the questions should be studied and asked.

1. Governance of Basic Programs

What administrative unit within the institution has primary responsibility for the preparation of teachers and what is the rationale for determining its membership and responsibilities?

What evidence shows that the majority of the membership of the official unit is made up of faculty and/or staff members who are experienced in elementary or secondary teaching, are significantly involved and well informed about the preparation of teachers and the problems of the schools?

In what ways have the faculty and/or staff assisted in helping schools solve problems?

What activities of the official unit during the past two years demonstrate that it has assumed responsibility for the design, approval, and continuous evaluation and development of each teacher education program offered by the institution?

What information shows that teacher education faculty members share in the decision-making process in matters related to designing, evaluating, and developing teacher education programs?

2.1 Design of Curricula

What information shows that a systematic approach has been utilized in designing curricula.

Is there a written statement of conceptualization relative to roles and are the objectives explicitly stated?

What information shows that each curriculum in teacher education includes the elements identified in the standard?

2.1.1 Multicultural Education

In what ways is multicultural education reflected in the plan of study for all programs in regard to:

a. General Studies
b. Professional Education
c. Preparation in Clinical/Laboratory Experiences
d. Practicum and Field Experiences

What resources have been added to support multicultural education over the past 5 years?

What efforts have been made to recruit new faculty in view of the multicultural concepts? What success has been attained?

What efforts have been made to recruit students in view of multicultural concepts? What success?

2.2 The General Studies Component

What courses, seminars, and readings are offered in each area of general studies identified in the standard?

What are the arrangements for ensuring that courses, and readings are distributed among the areas of general studies as specified in the standard?

What evidence shows that the program of study of each student meets the institution's requirements in general studies?

What evidence (such as state and regional accreditation reports and/or student achievement data) reflects the quality of the general studies component?

How are the values of our multicultural society reflected in various curricula?

What evidence is there that the needs of students from varying cultural and linguistic backgrounds are being met?

What information shows that some initial assessment is made of the level and quality of the general education background of each student and that each program of study is accordingly individualized?

How does the institution ensure that the selection of content for the general studies component embodies the judgment of both the academic staff and the teacher education faculty?

2.3.1 Content for the Teaching Specialty

What evidence shows that the program of study of each prospective teacher includes both types of content for the teaching specialty identified in the standard?

What information shows that the selection of courses and other learning experiences required for the teaching specialty in each curriculum embodies the judgment of members of the faculty in the teaching specialty concerned and members of the teacher education faculty?

What are the provisions for ensuring that a systematic effort is made to keep the content of the respective teaching specialties current with developments in the appropriate disciplines as they relate to teaching?

2.3.2 Humanistic and Behavioral Studies

What humanistic and behavioral studies are part of the professional component of each curriculum, and what is the supporting rationale for including them?

What information shows that these studies are oriented toward the problems of education, such as the nature and aims of education, curriculum, organization and administration, teaching and learning?

What information shows that the instruction in the humanistic and behavioral studies incorporates the findings of research and scholarly writings, and provides experiences for students in their interpretation and use?

What data show that the programs of study of all prospective teachers include the humanistic and behavioral studies prescribed by the institution?

What aspects of the curricula are designed to reflect the culturally diverse nature of American society?

What aspects of the curricula are designed to provide an appreciation and skill in human relations?

2.3.3 Teaching and Learning Theory with Laboratory and Clinical Experience

In what courses, seminars, and readings are provisions made for the study of teaching and learning theory?

What practices or procedures show that the study of teaching and learning theory requires and is accompanied by laboratory experiences (observation, demonstration, problem-solving, tutoring, microteaching, and/or other direct experiential activities)?

What are the provisions for clinical experience (diagnosing and treating individual typical cases, practices, or problems)?

What information shows that the instruction in the study of teaching and learning theory incorporates the findings of research and other scholarly writings, and provides experiences for students in their interpretation and use?

What data indicate that all prospective teachers have laboratory and clinical experiences under the guidance of an experienced teacher?

What evidence shows that the programs of study of all prospective teachers include the systematic study of teaching and learning theory with appropriate laboratory and clinical experience?

2.3.4 Practicum

What evidence shows that every prospective teacher assumes substantial responsibility over an extended period of time for the range of teaching duties in the professional role for which he is being prepared?

What information shows that relationships between professional personnel in the institution and in the cooperating schools contribute positively to students' experience in practicum?

What evidence confirms that the supervision of students in practicum is organized and executed under the direction of qualified personnel from the institution?

What information shows that the supervising teachers in the cooperating schools are superior teachers, are trained in supervision, and are committed to the task of educating teachers?

What systematic methods are used to record or describe the teaching performance of students and how is the resulting data used by students and supervisors to analyze teaching behavior?

How is the supervision of students in practicum translated into an index of faculty load? For how many students in practicum does each teacher education faculty member have responsibility?

2.4 Use of Guidelines Developed by National Learned Societies and Professional Associations

What guidelines has the institution considered in developing the following elements of the professional studies component:

a. The content for each teaching specialty offered?
b. The humanistic and behavioral studies?

c. Teaching and learning theory with laboratory and clinical experience?
d. Practicum?

What information shows that the guidelines identified in 2.4 have been critically examined in relation to the planning and development of the curricula offered?

2.5 Student Participation in Program Evaluation and Development

How are student representatives selected and involved on committees with the responsibility of planning, monitoring, and modifying the teacher education programs?

What evidence can be presented to demonstrate that student recommendations have been received and considered in policy decisions?

What channels exist for students to express their views at all levels of the program?

What are the major concerns which students have expressed during the last two years and in what ways have these concerns influenced the modification of teacher education programs?

3.1 Competence and Utilization of Faculty

How does the institution show that:

a. The faculty demonstrates qualifications through - - -
   —academic preparation in both general and special areas of study
   —professional preparation for level and/or area of responsibility
   —a credential or eligibility for certification in the level or area of specialization.
b. The faculty demonstrates competence through - - -
   —training in the area of the teaching assignment
   —leadership in responsible departmental assignments and in local, state and national activities
   —professional and/or creative work which resulted in improvement in the teaching-learning process.
c. The number of professors whose full-time teaching and/or supervision is in teacher education.

What evidence is available to show:

a. Faculty vitas giving full data on academic preparation and experience.
b. Faculty (teacher) assignments for the past three years.
c. Student evaluation of professors.
d. Promotions and other citations of professional merit.

3.2 Faculty Involvement with Schools

In what ways do faculty and/or staff work with school personnel in the improvement of teacher education?

a. Letters, logs, schedules, programs, summaries of interviews, etc., which validate faculty involvement in public schools and faculty service to public schools.
b. Program modification through department-wide emphasis on concept formation, classroom management, and teaching strategies to strengthen awareness and readiness of prospective teachers.

3.3 Conditions for Faculty Service

What is the plan for determining faculty duties?

a. Statement of "faculty load" policy and procedures for equating other professional duties as a part of faculty load.
b. Faculty schedule and professional assignments with estimate of demands on time of the faculty member.

3.4 Conditions for Faculty Development

What is the plan for allocating supporting services to faculty?

a. Program or records showing systematic plan for "retooling" or faculty enrichment through professional faculty meeting.
b. Faculty conferences, workshops, travel study, visitations.
c. Budgets and other evidence showing - - -
   —funds for travel
   —funds for research
   —fringe benefits
   —library privileges
   —lyceum and sports ticket passes (special rates for faculty).

3.5 Part-Time Faculty

What are the provisions for part-time faculty service?

a. Policy and procedure for employing part-time faculty.
b. Faculty load form showing college assignments and other responsibilities outside the college.
c. Statement of justification for employment.
d. Plan for orientation and continuous communication with part-time faculty.

4.1 Admission to Basic Programs

What are the requirements for admission to the teacher education programs and what is the supporting rationale?

What evidence shows that the admission requirements are being met?

What evidence exists that admissions criteria are published and available to students for all programs?

What evidence shows that the institution has developed admissions requirements which encourage the acceptance of a variety of students in its programs?

What evidence exists that the institution has required appropriate admissions standards for varying programs?

If the institution admits students who do not meet its usual admission criteria, what special resources does it devote to the remediation or enrichment necessary to enable some of these students to meet the institutional requirements for admission to teacher education programs?

4.2 Retention of Students in Basic Programs

What objective means are used to evaluate the achievement of students in each area of the professional studies component of the teacher education programs?

What information other than course grades is used to evaluate the achievement of prospective teachers?

What evidence shows that the institution evaluates the student's academic achievement? Personal characteristics appropriate to teaching? Professional competencies?

What requirements must be met in each area for students to continue in the teacher education program?

What specific checkpoints in the evaluative process have been established by the institution? What evidence exists that these checkpoints are met?

What evidence indicates that faculty is engaged in continuous evaluation of students and that such evaluations influence retention decisions?

Under what circumstances, if any, are students who do not meet the institution's requirements for retention permitted to continue in the basic programs?

What evidence shows that evaluative criteria for retention purposes has been reviewed for purposes of revisions?

4.3 Counseling and Advising for Students in Basic Programs

What special counseling and advising services are provided for students in teacher education?

What evidence shows that students screened out of teacher education programs receive follow-up counseling?

What information shows that counselors and advisors for teacher education students conduct career counseling in education? Know the nature and scope of the teaching profession? Understand the problems of the schools? Are aware of the availability of teaching positions? Know the role of professional organizations and agencies?

What programs exist to help students assess their strengths and weaknesses as they relate to success in teacher education programs?

What programs exist to help place graduates of the programs in appropriate teaching positions?

What evidence exists to show that the placement service is staffed by persons well-acquainted with placement of students in the teaching profession?

5.1 Library

What evidence shows that the library collection includes:

a. Standard and contemporary holdings in education (books, microfilms, microfiche copies, etc.)?
b. Standard periodicals in education?
c. Such additional specialized books, periodicals, and other resources needed to support each teacher education program?

What evidence shows that the institution, in maintaining and improving the quality of its library holdings in teacher education, seriously considers the recommendations of:

a. Faculty?
b. Appropriate national professional organizations and learned societies?
c. A nationally recognized list (or lists) of books and periodicals?

What information indicates that both students and faculty have access to, and use, the library holdings?

What is the annual record of library expenditures for the total library and for teacher education during the past five years?

5.2 Materials and Instructional Media Center

What information shows that the center contains materials and equipment that:

a. Are utilized at different grade levels in elementary and secondary schools?
b. Are utilized for teaching and learning in the teacher education curricula offered by the institution?
c. Are representative of the teaching specialties offered by the institution?
d. Reflect recent developments in the teaching of the various subject fields?
e. Illustrate the wide array of available instructional media (such as films, filmstrips, realia, audiovideo tapes, transparencies, teaching machines, and closed-circuit TV)?

What evidence shows that the institution, in maintaining and improving the quality of the center, seriously considers the recommendations of:

a. Faculty and staff members?
b. Appropriate national professional organizations?

What information shows that the center is directed by personnel who are knowledgeable about instructional media and materials?

What information indicates that the center is available to and used by:

a. Students?
b. Teacher education faculty members?

5.3 Physical Facilities and Other Resources

What facts indicate that for each basic teacher education program offered, faculty and students have office space, instructional space, and other space necessary to carry out their responsibilities?

What information shows that the institution draws on the full range of its resources to support its basic programs?

What information indicates that the institution has given serious consideration to the recommendations of faculty members for improving physical facilities and other supporting resources?

What information indicates that the on-campus, off-campus, and community resources are accessible to and used by students and teacher education faculty members?

6.1 Evaluation of Graduates

What information shows that the stated objectives for the teacher education programs are used as a basis for evaluating the teachers prepared by the institution?

What means are used to collect data about teachers prepared in the various programs (graduates and persons recommended for certification):

a. At the point when programs of study are completed?
b. After they enter the teaching profession?

What information shows that the institution is keeping abreast of new developments in the evaluation of teacher education graduates and is engaged in efforts to improve its plan for making such evaluations?

What percent of the teachers prepared by the institution during the last two years actually entered the teaching profession?

What characteristics of teachers prepared by the institution have been revealed through evaluation of graduates?

What external norms, data comparisons, or formal tests have been applied to graduates in teaching positions?

6.2 Evaluation of Results to Improve Basic Programs

What strengths and weaknesses in the design and experiences of the teacher education programs are revealed as a result of evaluations prepared by ---

—the preparing institution
—faculty of the institution
—graduates from the programs
—educational supervisors
—public school administrators
—employers
—researchers?

What does the institution do to ensure that results and findings obtained about the programs are translated into appropriate policy changes and program modification?

6.3 Long-Range Planning

Is there evidence that there has been an investment in studies, research, and the development of position statements to improve teacher education programs?

What evidence shows that faculty participated in the formulation of long-range plans? Students? Alumni? The public?

Does the institution have needs assessment plans for future development of teacher education?

What rationale and/or documentation exists to support proposed changes?

STANDARDS FOR ADVANCED PROGRAMS

G-1 Governance of Advanced Programs

What is the administrative structure for governing the advanced programs and what is the supporting rationale?

How are advanced programs initiated? What bodies approve changes and new programs?

What activities of the education faculty demonstrate that they have assumed responsibility for the initiation, development, and approval of all advanced programs?

What information shows that the faculty controls the quality of all courses, seminars, and workshops offered primarily at the convenience of school personnel in the field (such as at off-campus locations and at "irregular" hours) and counted as credit toward graduate degrees or certificates?

What evidence indicates that the evaluation of graduates and guidelines of national professional associations have had an influence on program development?

G-2.1 Design of Curricula

For what professional school position does each advanced program prepare personnel (school superintendent, principal, supervisor, specialist, teacher, and/or other positions)?

What evidence indicates that specific objectives for the curriculum of each advanced program have been defined and that these objectives reflect the institution's analysis of the professional school position for which candidates are being prepared?

Does the unit responsible for programs in preparation of inservice teachers and school service personnel have a design and control system which shows why each component of each advanced program has been made a part of the professional goals?

Are professional objectives designed for differentiated curricula at the various degree levels?

G-2.2 Content of Curricula

What information shows the curriculum of each advanced program includes:

a. Appropriate content for the specialty?
b. Humanistic and behavioral studies?
c. Theory relevant to the specialty?

What information shows that the curriculum of each advanced program includes direct and simulated experiences in professional practice which relate significantly to the school position for which the preparation program is designed?

How are the studies and experiences in professional practice that are prescribed for the curriculum of each advanced program differentiated by degree or certificate level?

What evidence indicates that candidates for degrees or certificates in each advanced program during the last two years have completed the studies and practice experiences identified in the standard?

G-2.3 Research in Advanced Curricula

What provisions are made for including the research component in the curriculum of each advanced program?

What information shows that the requirements for research are relevant to the professional role for which the student is preparing?

What data show that the requirements for research are met in each student's program of study?

G-2.4 Use of Guidelines Developed by National Learned Societies and Professional Organizations

What guidelines has the institution considered in developing the curricula of its various advanced programs?

What information shows that the guidelines identified in G-2.4 have been critically examined in relation to the planning and development of the advanced programs offered by the institution?

G-2.5 Student Participation in Program Evaluation and Development

What evidence shows that graduate students participate in the design, approval, evaluation and modification of advanced programs?

What channels exist for students to express their views throughout their participation in advanced programs?

What are the major concerns which students have expressed during the last two years and in what ways have these concerns influenced the development of advanced programs?

G-2.6 Individualization of Programs of Study

What data are used to ascertain the professional needs and interests of each candidate at the time of admission and subsequently, as necessary?

What evidence shows that programs of study have been planned to meet individual professional needs and interests?

G-2.7.1 Graduate Credit

What regulations govern the granting of graduate credit in the advanced programs?

What evidence shows that the institution's regulations for granting graduate credit are enforced?

G-2.7.2 Graduate Level Courses

What is the institution's policy with regard to the proportion of undergraduate work that may be counted toward degrees or the proportion of graduate study that must be included in degree programs at each level (master's, sixth-year, doctoral)?

What evidence shows that the stated policy is enforced?

G-2.7.3 Residence Study

What are this institution's precise definitions of "full-time" and "residence"?

What are the institution's stated requirements for full-time residence study for each degree program?

What evidence shows that the residence study requirement was met by those candidates who received the Master's and Specialist or sixth-year degree?

How are the characteristics commonly associated with doctoral residency study being met by doctoral students?

What evidence can be presented to show that graduates of the past two years have met the residency standard for doctoral programs defined by the institution?

G-3.1 Preparation of Study

What evidence shows that each faculty member teaching at the master's level holds the doctorate from a regionally-accredited institution or a recognized foreign university with advanced study in each field of specialization in which he teaches, or has demonstrated competence in his field of specialization?

What evidence shows that each faculty member teaching at the sixth year and/or doctoral level holds the doctorate from a regionally-accredited institution or a recognized foreign university with study in each field of specialization in which he teaches and/or conducts research?

What information shows that each faculty member who teaches and/or conducts research in the advanced programs has had field experiences during the past five years which support his teaching and research assignments?

What data show that each faculty member who teaches in the advanced programs has been engaged during the past two years in writing, research, and/or consultation, and that these activities support his teaching assignment?

G-3.2 Composition of Faculty for Doctoral Degree Programs

What evidence shows that there is at least one full-time person who holds the doctorate with appropriate specialization for each advanced program in which the doctor's degree is offered?

What data confirm that there are at least three specialists who hold doctorates in fields which directly support each degree program offered?

G-3.3 Conditions for Faculty Service

What is the plan for taking into account all professional duties and activities of the faculty in determining load?

What has been the total load assigned to each faculty member in the advanced programs over all terms during the last two years and what are the duties (such as teaching courses, advising students, supervising experiences in professional practice, supervising or chairing dissertations, research, committee assignments, professional development, and others) that make up each load?

G-3.4 Conditions for Faculty Development

What is the institution's policy regarding the provision of time for faculty to engage in research, and what evidence shows that this policy is being implemented?

What evidence indicates that the institution provides financial support to encourage research activities by faculty in the advanced programs?

What is the institution's plan for the continuous professional development of faculty in the advanced programs and what evidence shows that it is operative?

What is the plan for allocating supporting services to faculty in the advanced programs and what evidence shows that such services are provided?

G-3.5 Part-Time Faculty

What proportion of each advanced program is assigned to part-time faculty?

What evidence shows that each part-time faculty member meets the requirements for appointment to the full-time graduate faculty?

What reasons support the utilization of each part-time faculty member in the advanced programs?

G-4.1 Admission to Advanced Programs

What are the admission requirements for each advanced program and at each level (master's, sixth-year, doctoral)?

What evidence indicates that the institution's requirements for admission to advanced programs are being met?

What characteristics of the students admitted to advanced programs are revealed and considered?

What evidence exists that admissions criteria are published and available to students for all programs?

G-4.2 Retention of Students in Advanced Programs

What is the plan and its supporting rationale for ensuring that only qualified candidates are permitted to continue in each advanced program and at each program level (master's, sixth-year, doctoral)?

What specific checkpoints in the evaluative process have been established by the institution? What evidence exists that these checkpoints are met?

How many students have not been permitted to continue in each advanced program during the past two years and for what reasons? Under what circumstances, grams?
if any, may such students re-enter the advanced pro-

What is the average and the range for the length of time required which students took to complete master's programs during the past two years? Sixth-year programs? Doctoral programs?

What evidence shows that evaluative criteria for retention purposes have been reviewed for purposes of revision?

G-4.3 Planning and Supervision of Students' Programs of Study

What provisions ensure that each graduate student's program of study is jointly planned by the student and an official faculty advisor?

What evidence indicates that each doctoral candidate's program of study is approved by a faculty committee?

What evidence shows that the sponsorship of each thesis, dissertation, or field study (master's, six-year, doctoral) is assigned to a qualified member of the faculty?

What information indicates that both students and faculty members have a choice in the assignment of advisors?

G-5.1 Library

What evidence indicates that the library collection includes standard and contemporary holdings (books, microfilms, microfiche copies, periodicals) to support each advanced program?

What information shows that the institution, in maintaining and improving the quality of its library holdings, gives serious consideration to the recommendations of:

a. Faculty members?
b. Appropriate national professional organizations and learned societies?
c. A nationally recognized list (or lists) of books and periodicals?

What information indicates that students in advanced programs have access to, and use, the library holdings?

What is the annual record of library expenditures for the total library and for the advanced programs during the past five years?

G-5.2 Materials and Instructional Media Center

What evidence shows that the graduate programs include the development of advanced knowledge of and skills in the use, research, and the evaluation of present and emerging technological aids for instruction?

What information shows that students are encouraged to be innovative in devising instructional strategies?

What evidence shows that graduate faculty and students meet frequently to share their findings?

What evidence shows that specialized equipment (such as open and closed television, computers) and laboratories necessary to support each advanced program are available, and that they are used by faculty and students?

G-5.3 Physical Facilities and Other Resources

What information shows that the institution's physical facilities and resources are accessible to and used by teacher education faculty and students?

What information confirms that faculty and students have instructional, research, and office space necessary to carry out their responsibilities?

What information indicates that the institution draws on the full range of its resources to support its advanced programs?

What information shows that the institution has given serious consideration to the recommendations of faculty members for improving physical facilities and other supporting resources?

G-6.1 Evaluation of Graduates

What information shows that the stated objectives for each advanced program are used as a basis for evaluating the graduates of the respective programs?

What means are used to collect data about teachers and other professional school personnel prepared in the advanced programs:

a. At the point of program completion?
b. After they enter the professional roles for which they are prepared?

What information shows that the institution is keeping abreast of new developments in the evaluation of graduates and is engaged in efforts to improve its plan for making such evaluations?

What percent of the teachers and other professional school personnel prepared at the graduate level during the last two years actually entered the professional roles for which they prepared?

What characteristics of school personnel prepared in the advanced programs have been revealed through evaluation of graduates?

G-6.2 Evaluation Results to Improve Advanced Programs

What strengths and weaknesses in the advanced programs have been revealed through evaluation of graduates?

What does the institution do to ensure that the results obtained from evaluating its graduates are translated into appropriate program modifications?

G-6.3 Long-Range Planning

What evidence indicates that the institution has, or is, engaged in studies and/or institutional research to improve its advanced programs?

What information shows that the faculty members conducting the advanced programs participate in the formulation of the institution's plans for the long-range development of these programs?

What rationale and/or documentation exists to support proposed changes or the need for continuation of advanced programs for teachers and school service personnel?